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The  
Burnettsville  
Public Schools



1912-1913

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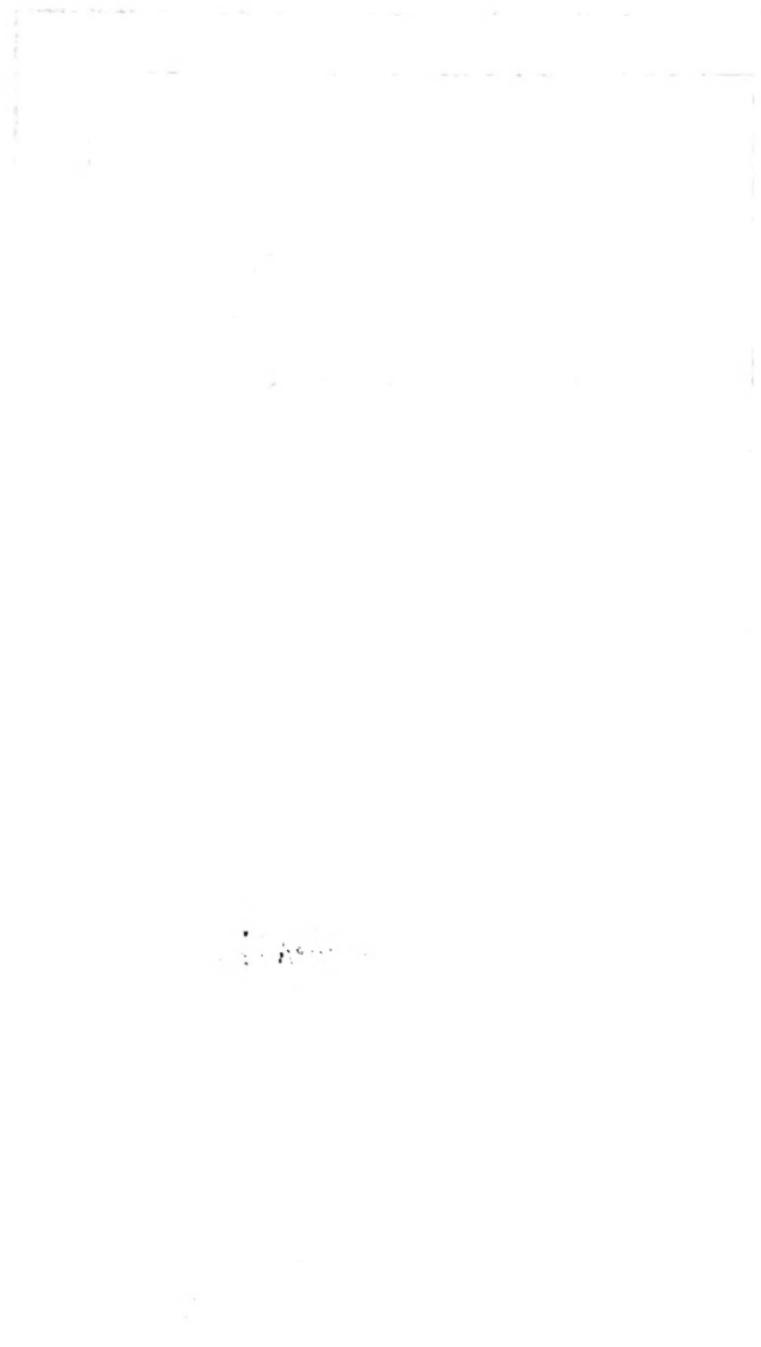
1912-1913



**THE  
BURNETTSVILLE  
PUBLIC SCHOOLS  
BURNETTSVILLE, IND.**



**FOR THE YEAR  
1912-1913**



## **CALENDAR 1912-1913**

Teachers' Preliminary Meeting . . .	September 7,—9:30 A. M.
Examination for Entrance and for making up Back Work . . . . .	Saturday, September 7
School Begins . . . . .	September 9
Arbor Day . . . . .	October 25
Thanksgiving Vacation . . . . .	{ Thursday, November 28 Monday, December 2
Christmas Vacation . . . . .	
First Semester Ends . . . . .	Friday, January 31
Second Semester Begins . . . . .	Monday, February 3
White County Teachers' Association . . . . .	{ Friday, February 7 Saturday, February 8
School Closes . . . . .	Friday, May 23

## **CHANGE OF DATES**

Christmas Vacation . . . . .	{ Friday, December 20 Monday, December 30
School Closes . . . . .	May 27

**2042512**

the  $\lambda_1$ -eigenvectors of  $T$  in  $\mathbb{R}^n$ .

Let  $\lambda_1 = \lambda_{\max}(T) > 0$ . Then  $\lambda_1$  is the unique eigenvalue of  $T$  with largest magnitude.

Since  $T$  is a symmetric matrix, it has a complete set of orthonormal eigenvectors.

Let  $\{v_1, v_2, \dots, v_n\}$  be the orthonormal eigenvectors of  $T$  corresponding to the eigenvalues  $\lambda_1, \lambda_2, \dots, \lambda_n$  respectively.

Then we have  $Tv_i = \lambda_i v_i$  for all  $i = 1, 2, \dots, n$ .

Let  $x \in \mathbb{R}^n$ . Then we can write  $x$  as a linear combination of the eigenvectors of  $T$ :

$x = c_1 v_1 + c_2 v_2 + \dots + c_n v_n$  where  $c_1, c_2, \dots, c_n \in \mathbb{R}$ .

Then we have  $Tx = T(c_1 v_1 + c_2 v_2 + \dots + c_n v_n)$ .

Using the fact that  $T$  is a symmetric matrix, we have  $Tx = c_1 T v_1 + c_2 T v_2 + \dots + c_n T v_n$ .

Since  $Tv_i = \lambda_i v_i$  for all  $i = 1, 2, \dots, n$ , we have  $Tx = c_1 \lambda_1 v_1 + c_2 \lambda_2 v_2 + \dots + c_n \lambda_n v_n$ .

Therefore,  $Tx$  is a linear combination of the eigenvectors of  $T$  corresponding to the eigenvalues  $\lambda_1, \lambda_2, \dots, \lambda_n$  respectively.

Since  $\lambda_1 = \lambda_{\max}(T) > 0$ , we have  $\lambda_1 v_1$  is the largest term in the linear combination of  $Tx$ .

Therefore,  $Tx$  is a linear combination of the eigenvectors of  $T$  corresponding to the eigenvalues  $\lambda_1, \lambda_2, \dots, \lambda_n$  respectively, with the largest term being  $\lambda_1 v_1$ .

Since  $\{v_1, v_2, \dots, v_n\}$  is an orthonormal basis for  $\mathbb{R}^n$ , we have  $\|Tx\|_2 = \|\lambda_1 v_1\|_2$ .

Since  $\lambda_1 = \lambda_{\max}(T) > 0$ , we have  $\|Tx\|_2 = \|\lambda_1 v_1\|_2 = \lambda_1 \|v_1\|_2$ .

Since  $\|v_1\|_2 = 1$ , we have  $\|Tx\|_2 = \lambda_1$ .

Therefore,  $\lambda_1$  is the largest eigenvalue of  $T$  and  $\|Tx\|_2 = \lambda_1$ .

# **Officers and Teachers**

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## **TEACHERS**

Fred R. Gorman	.	.	.	.	.	Superintendent
Roger S. Lingeman	.	.	.	.	.	Principal
Meta Louise Wilhelm	.	.	.	.	.	Ass't Principal
Pearl Snapp	.	.	.	.	.	7th and 8th Grades
Ethel Herman	.	.	.	.	.	5th and 6th Grades
Bessie Amick	.	.	.	.	.	3rd and 4th Grades
Faye Tillett	.	.	.	.	.	1st and 2nd Grades

## **BOARD OF EDUCATION**

Jerry Clay, President.

Jas. D. Brown. W. Beshoar.

Richard Herman, Janitor.

10. *Leucosia* *leucostoma* *leucostoma* *leucostoma* *leucostoma*

# **General Information**

Burnettsville is located on the Pittsburg, Cincinnati, Chicago & St. Louis Railway, twelve miles west of Logansport. It has approximately 1,000 inhabitants and is situated in a fertile agricultural region.

The people of Burnettsville are industrious, cultured and progressive. The citizens stand for what is best intellectually, morally, socially and religiously. The town has always held an enviable reputation for her splendid schools, which is still maintained at the present time. To the generations gone before the people of Burnettsville are deeply indebted for the splendid school spirit fostered today.

## **MATERIAL EQUIPMENT**

The building is a two-story and basement structure, built of brick and stone. It has seven rooms, all large and well lighted, including an assembly room to accommodate one hundred twenty high school pupils. For purposes of entertainment the high school room can be made to seat 300 people. The halls are wide and easily accessible. The doors are double and open outward. Drinking faucets are located on both the second and third floors, and in the dining room. New furnaces have been installed, thus combining adequate heating facilities with correct ventilation. The building is strictly modern.

The school is supplied with an excellent working library. The physical laboratory is equipped with one of Crowell's Physical Apparatus Cabinets, in addition to which there is an air pump, color disk, and sufficient appliances to demonstrate the more common electrical phenomena. The recent growth of the school has made necessary more extensive equipment in the physical laboratory, while considerable additions are planned for the new year.

The assembly room has in it an upright piano, a val-



able addition to the morning exercises and to the high school orchestra. Several famous paintings grace the walls of the assembly room, adding beauty and refinement to its atmosphere.

## **ADDITIONAL SCHOOL INTERESTS**

*Glee Clubs and Chorus.* During the past years both a boys' and girls' chorus has been maintained and appeared on various occasions both at school and away. A Boys' Glee Club and German Chorus have also been maintained the past year. The Orchestra and Girl's Glee Club have been very successful in their work.

*Lecture Course.* A lecture course, under the direction of the Senior Class, has been very successful for the past few years.

*Dramatics.* Dramatic ability has been fostered and developed through the presentation of various plays and entertainments at different times throughout the year. Debating and literary exercises are also given some attention.

*Publications.* The Septuary published under the direction of the Senior Class, is devoted exclusively to the interests of the students. As a record of the incidents and events of a year of school as seen from the standpoint of a pupil, it merits a place in the institution of the school.

The Annual gives the aims and purpose of the school. The work of the grades is briefly outlined and an announcement given of the high school courses.

## **ATHLETICS**

While the policy of the school has been and will be to encourage every form of clean athletics, they are of subordinate importance and it shall be the aim of the school to



maintain them as a *secondary* function.

Attention is given to basket ball, base ball and track work. The two latter have proved the most successful, the school at present holding the leading place among the schools of the county in both branches of athletics. The Burnettsville team won the 1912 County track meet by a large margin, and while some good material was lost through graduation, some very excellent material is still available.

The best mental effort is possible only when the body is well conditioned. Athletics foster a spirit of fair play, good will, and the square deal toward competitors on the athletic field. It is in accord with this idea that the school directs and encourages athletic games.

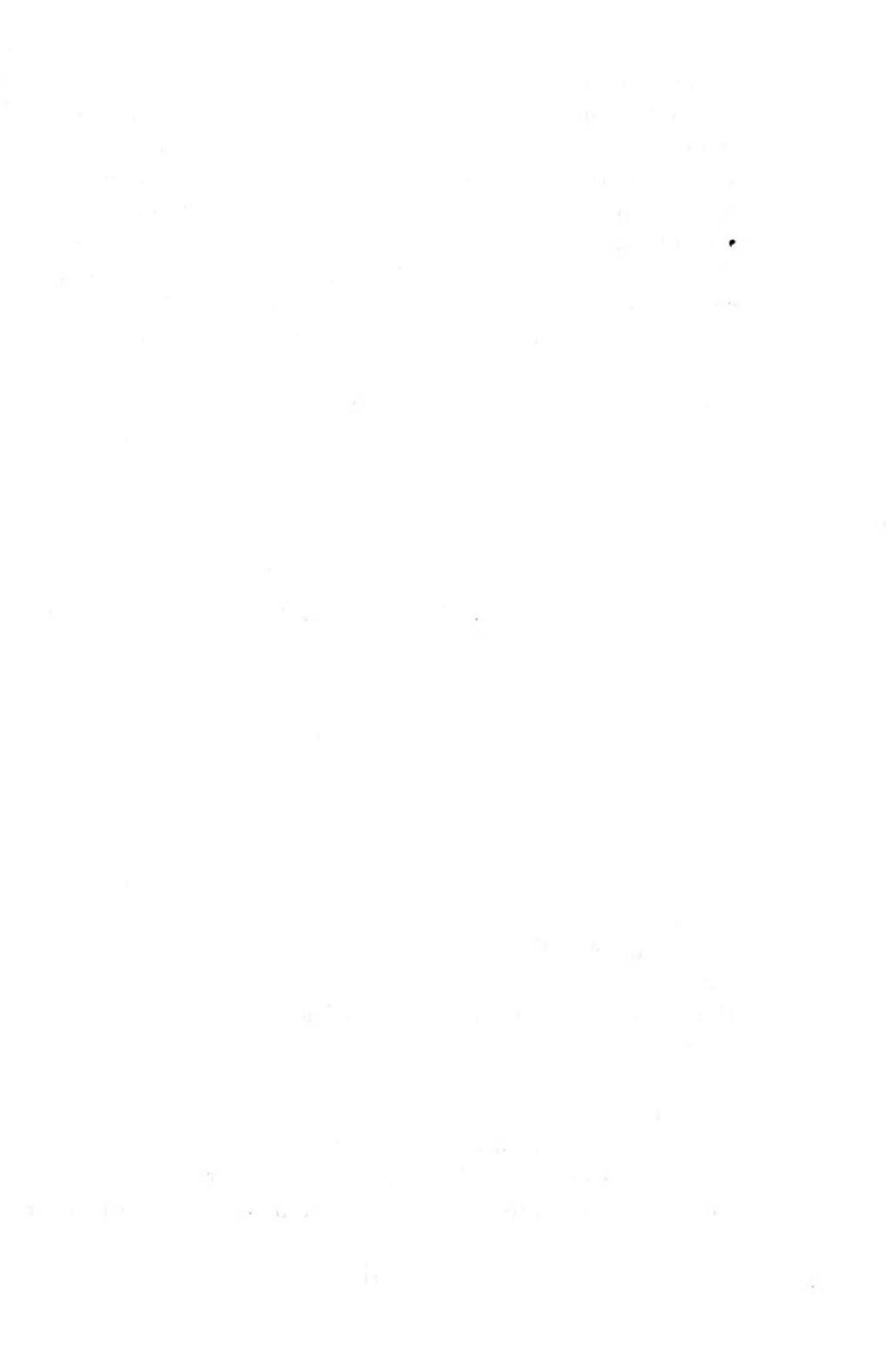
## A Brief History of the Burnettsville Schools

Thou unrelenting Past!

. . . . .  
Full many a mighty name  
Lurks in thy depths unuttered, unrevered.

A backward glance at former conditions that have made present opportunities possible, is now and then a very profitable as well as delightful undertaking. For the knowledge of the great difficulties encountered and overcome by the pioneers of any worthy field of action, must always be a spur of inspiration to those who shall later engage in the same work.

In keeping with the progress and transformation in other lines, has been the advancement and growth of the schools. And the teachers and pupils of Burnettsville ought to be encouraged to accomplish more and better work after



considering the devotion and zeal of the "masters" and "scholars" of the first schools of our community.

At an early period the people in the vicinity of Burnettsville began to take a deep interest in education. They built the first school house on the site just east of the Wm. Haines house and here school work was carried on for several years. The first teacher was William McGlaughlin. In 1848 Isaac Mahurin came from college at New York and began teaching in the Methodist church. A short time later he founded the Farmington Seminary. The building was erected by a stock company and is now occupied as a dwelling by Mrs. Davis. Mahurin was followed by Hugh Knickerbocker, who had charge of the schools for several years. In 1858 Joseph Baldwin of New York, succeeded Knickerbocker and founded the first Normal School established in this part of the state. Great excitement was created in educational circles by the Normal School. It became very popular and enrolled pupils from many different parts of the state. The Normal School became noted for the large number of successful teachers turned out and it became a very common expression among school authorities that "teachers from Burnettsville always made good."

Professer Goodwin took charge of the school in 1860 but the outbreak of the war caused the close of the school for a time. Previous to the outbreak of the war, lots had been bought and some material hauled upon the ground for the construction of a college, but the war prevented the enterprise ever being completed. From 1861 to 1868 the following teachers were employed: Wm. Irelan, Eli Herman, E. P. Henry, Bruce Barnes, Joseph Amick, P. H. Mertz and A. B. Hunter. In 1868 John Roher, a college graduate, again took up high school work and continued two years, being succeeded by H. W. Dale.

When the railroad was established, most of the population moved into the new town and about 1872 a new school



building was erected there.. This building stood with a few repairs until 1904, when it was replaced by the present up-to-date brick building. The Superintendency of Guy C. Hanna, a State Normal graduate, marked a new era in the history of the school. New equipment was added, a better school spirit aroused, and a higher standard of work required. The High School was commissioned by the State Board of Education during the year 1906-7, a recognition of the splendid and high class condition of the schools. Professor Hanna was followed by A. A. Mourer, a graduate of Indiana University, under whose management the school enjoyed great prosperity and made rapid growth. The organization was improved, the course of study enlarged, the enrollment increased and more teachers added to the faculty. So at the present time pupils enjoy school advantages equal to any in the state. Well may the people of Burnettsville point with pride to their schools as the hope of the Nation.

As nearly as can be found from records, the following is a list of teachers from 1872 to the present time:

#### SUPERINTENDENTS

Harrison Edwards.	John Royer.
William Irelan.	George Grosjean.
— Shaffer.	— Nesbitt.
John Cochran.	George Grosjean.
E. E. Tyner.	E. B. Rizer.
John Kinneman 1892-4	J. L. Morman 1894-5.
John Kinneman 1895-6	C. M. Plank 1896-1904.
Guy C. Hanna 1904-1907.	A. A. Mourer 1907-1912.

#### PRINCIPALS

O. A. Eikenberry 1896-9.	W. A. Neel 1899-1900.
Fred Townsley 1900-1901.	Margaret Hines 1901-1903.
Guy C. Hanna 1903-4.	C. M. Mulligan 1904-5.
John C. Downey 1905-8.	Martha James 1907-8.
Fred C. Snapp 1908-1910.	O. P. Parks } 1910-1911.
Joseph Lantz 1911-1912.	Chas. Preston }

#### ASSISTANT PRINCIPALS

Edna M. Stembel 1908-9.	Henrietta Buchanan 1909-10.
	Meta L. Wilhelm 1910-1912.



## Common School

The public schools of Burnettsville are divided into the Common School department, consisting of an eight years' course of study, and the High School department consisting of a four years course. The aim and scope of the first eight years' work is clearly set fourth in the State Course of Study. The work of the grade teachers shall conform to this State Course of Study.

The particular work of the teacher of the first three grades is to teach the child to read. If this is done well, good work in the advanced grades is made possible and the future success of the child is assured. Teaching the child to read is the *one* aim; to this is added in the upper grades the cultivation of an appreciation of and a love for good literature. Reading is the key to all knowledge and as such has incalculable value in the training of the child.

The field of the teacher of arithmetic in the grades is to develop the concrete as well as the abstract idea of number. The development of the general conception of number should not be attempted until the 6th, 7th and 8th grades. All arithmetic should be made as practical as possible. Concrete problems based upon the experiences of the daily life of the child enrich and enliven the work and give to it a vitality which nothing else can do.

History is rapidly assuming a place among the most favored subjects in our school curriculum. In no country has the proper teaching of history such practical value as in the United States. Here we are proud to boast that the government is subject to the will of the governed. If our boys and girls at maturity are to exert a salutary effect upon national and state affairs they must be well taught in history. Furthermore history develops self control and judgment more effectively and permanently than any other



of the present school subjects.

Geography is the knowledge of the earth as the home of man. It teaches man's dependence upon his fellowman. The physical characteristics of the earth's surface and their effect upon the location and growth of cities as industrial centers should be made clear to the child. Simple phenomena of daily occurrence, such as rain, wind, ice and snow and man's dependence upon them should be presented to the child so that a true conception may be had.

The work in language and grammar should familiarize the pupil with the forms and drill him in the use of correct English. Composition work should begin as soon as the child is able to write. This work must be consistently followed throughout the grades, choosing the subjects upon which the child is to write from its known experience.

Physiology and Scientific Temperance is one of the most important subjects of the curriculum. The subject is not meant for those expecting to enter the medical profession, but is intended to give each and every one such information concerning the body and manner in which it may be protected, invigorated, and strengthened so as to live a useful and profitable life. The dangers in the use of alcholic drinks, tobacco and opiates, *must be pointed out* but not *exaggerated*.

Nature study should be taught in connection with the work of geography, language and reading. The teacher should not fail to seize this opportunity to create such a harmonious relation between the child and his environment as befits the cultured man or woman.

Last but not least in this brief outline of the work of the grades is the training to be given in the so-called "drill" subjects, including *writing, spelling* and *drawing*. Every teacher must see to it that these subjects are taught in her grades. The practical as well as the disciplinary value of these subjects is being more and more realized, and the



teacher's attention is called to this fact.

#### TO SUM UP

At the end of eight years the students are expected to read well, i. e. orally, with an understanding of what is read, and with a taste developed for future reading; to write a legible hand; to spell such words as they will have to use in and out of school; to be ready and accurate at figures; to have such a knowledge of geography as will enable them to read intelligently in any line and have an interest in the natural phenomena about them; to know the history of their country and have regard for her institutions, to be patriotic and have a desire for clean government; to know the physiology of the human body, the necessity for, and what constitutes sanitary conditions, and the effects of tobacco, alcohol and injurious drugs; to understand the ordinary constructions of the English language, but above all, *to be able to use good English.*

## High School

### ENGLISH

The aim of the course in English is two-fold. (1). To enable the student to understand the expressed thoughts of others and to give expression to his own thoughts. (2). To cultivate a taste for reading and to give the student some acquaintance with good literature. The purpose of Composition is to give the pupil some power in expressing his own thoughts. To be able to write well, one must have spent a long and arduous apprenticeship in composition writing. To this end each student shall write at least one theme per week throughout the first three years of the High School course and at the discretion of the teacher in English an



additional year may be required.

All themes must be written in ink on uniformly sized paper and to range in length from one to two pages, with an occasional theme of greater length. These themes shall be carefully graded with all corrections indicated and returned to the student. Special emphasis will be placed upon *good, clear, forcible English*, intelligent *punctuation* and correct *spelling*. Other points entering into the merits of composition are *capitalization, paragraphing, spacing, margining and neatness*.

## FIRST YEAR

### FIRST SEMESTER

Three days each week are given to Composition and Rhetoric. The student is made familiar with correct forms of speech; he is drilled in the construction of sentences, use of punctuation marks, and idiomatic expression. Narration will be given close attention in the Composition work.

Two days each week are given to the study of literature. Selections for reading and study will be taken from Stevenson's *Treasure Island*; Longfellow's *Evangeline*; Tennyson's *Enoch Arden*; Cooper's *Last of the Mohicans*; Scott's *The Talisman*.

### SECOND SEMESTER

Continuation of Composition and Rhetoric. Emphasis is placed upon *diction, unity* and *coherence*. Narration is continued in Composition. In literature the classics are chosen from Shakespeare's *Merchant of Venice*; Eliot's *Silas Marner*; Scott's *Lady of the Lake*; Dicken's *Tale of Two Cities*.

## SECOND YEAR

### FIRST SEMESTER

A brief history of English literature is given this year. Narration and description are emphasized in the composition work. Classics to be read and studied will be chosen



from Coleridge's *Ancient Mariner*; Shakespeare's *Macbeth*; Addison's *Sir Roger de Coverly*; Thackery's *Henry Esmond*; Byron's *Poems*; Goldsmith's *Vicar of Wakefield*.

#### SECOND SEMESTER

Composition work in narration and description continued. One day each week is given to English literature. Selection made from the following classics: Shakespeare's *Twelfth Night or Julius Caesar*; Tennyson's *Idylls of the King*; Milton's *Comus, Lycidas, L'Allegro, Il Penseroso*, Burn's *Cotter's Saturday Night*; Scott's *Ivanhoe*.

### THIRD YEAR

#### FIRST SEMESTER

A brief history of American literature is given. A careful study of the form of the Essay and the development of the Short Story are introduced in the study of Emerson and Poe respectively. Exposition is given attention in the Composition work. Masterpieces for study selected from; Hawthorne's *House of Seven Gables*; Poe's *Gold Bug* and the *Fall of The House of Usher*; Blackmore's *Lorna Doone*; Irving's *Life of Goldsmith*; Tennyson's *Princess*.

#### SECOND SEMESTER

Work of this semester similar to the preceding. The work in literature will be selected from: Emerson's *Essays*, Lamb's *Essays of Elia*, Macauley's *Essays on Johnson*, Goldsmith's *Deserted Village*, Dryden's *Palamon and Arcite*, Holme's *Autocrat of the Breakfast Table*, Hawthorne's *Scarlet Letter*.

### FOURTH YEAR

#### FIRST SEMESTER

One day each week given to the study of Long's English Literature. Classics to be read and studied will consist in part of those omitted for want of time in the previous three



year's work. In addition to these the student will be acquainted with some of the modern writers of note including Ida Tarbell; Henry Van Dyke; John Hendrick Bangs; F. Hopkinson Smith; Theodore Roosevelt; Kate Douglas Wiggin; James Whitcomb Riley; George Ade; Jack London; Mary Johnson; John Barroughs; Elbert Hubbard; Rudyard Kipling; Thomas Nelson Page; John Fox, Jr.; and others.

#### SECOND SEMESTER

Continuation of Long's English Literature. The work in literature of the preceding three years has concerned itself largely with epic and dramatic poetry, the novel, short story and essay. The lyric is made the basis of this semester's work. The poems of Burns, Shelley, Keats, Gray, Wordsworth, Herrick, Dryden and Soutly are read and studied. Student is given the underlying characteristics of the *ode*, *sonnet*, *ballad*, *hymn* and *elegy*.

## MATHEMATICS

#### FIRST YEAR

##### FIRST SEMESTER

Algebra is given the first year and a half of the course. A thorough mastery of the fundamental principles are given the first semester. Fractions are studied, and Factoring given special emphasis; H. C. F. and L. C. M. involving the principles of factoring.

##### SECOND SEMESTER

Fractional and Simultaneous Equations, with problems; the Graph; Involution and Evolution constitute the basis of the work.

#### SECOND YEAR

##### FIRST SEMESTER

Algebra is continued; Theory of Exponents; Radicals,



Quadratic Equations with problems; further discussion of the Graph are divisions of the subject given emphasis.

#### SECOND SEMESTER

This semester is given to the study of Books I and II of Wentworth's Geometry, Definitions and Axioms; chief properties of the *angle*, *triangle*, *parallelogram* and *circle*; solution of original exercises.

### THIRD YEAR

#### FIRST SEMESTER

Books III, IV and V of Wentworth, Construction of geometrical figures, numerical properties of geometrical magnitudes; similar and regular polygons; solution of original exercises continued.

#### SECOND SEMESTER

Solid Geometry. Emphasis is placed upon the principal geometrical and numerical properties of the *dihedral* and *polyhedral angles*, *polyhedrons*, *cylinders*, *cones* and the *sphere*. The practical application of the principles developed is brought out in the solution of the exercises and problems.

### FOURTH YEAR

Commercial Arithmetic. Particular attention is given to accuracy and rapidity. Short methods of business men are introduced. Interest; Bank Discount; Commission; Stocks and Bonds; Taxes; Insurance; and Equation of Accounts, are the chief divisions of the subjects given emphasis.

## HISTORY

The study of History is not begun until the Sophomore year. Three years of History and Civil Government are required. In addition to the text book work, the student is



required to draw maps; prepare special reports upon assigned subjects; and to submit a written report each semester upon some special topic of the term's work.

## SECOND YEAR

### FIRST SEMESTER

History of Greece. This is introduced with a brief survey of the civilization which preceded it, especially those which flourished in the Nile and Mesopotamia valleys. Institutional and religious life of the early Greeks; Era of Greek colonization; Wars with Persia; Contest for supremacy among the leading cities—Athens, Sparta and Thebes; Rise of Macedonia; Death of Alexander and the division of the Empire. Philosophy, oratory, painting and the sculpturing of the Greeks are given attention.

### SECOND SEMESTER

History of Rome. Rome is studied as a Kingdom, as a Republic and as an Empire, with chief attention to the period of the Republic. Struggle between Patrician and Plebian; Expansion; Triumvirates; Growth of the Civil Institutions noted; and the term's work closes with a study of the German migrations, and the rise and spread of Mohammedanism.

## THIRD YEAR

### FIRST SEMESTER

Mediaeval History. Empire of Charlemagne; Feudalism; Crusades; Rise and Growth of the Papacy; Development of Municipality; Renaissance and the Reformation are the institutions and movements with which the student is acquainted.

### SECOND SEMESTER

Modern History. Rise of the Dutch Republic; Thirty Year's War; Puritan Revolution; Age of Louis the XIV; Age



of Fredrick the Great; Russia and the Scandinavian countries; French Revolution; Industrial Revolution; the Reform movement in England and the political upheavals on the Continent form the basis of this term's work.

## FOURTH YEAR

### FIRST SEMESTER

American History. Colonization; Growth of the Union; Articles of the Confederation and the Constitution; Diplomatic History; Slavery; Civil War; Reconstruction; National Development.

### SECOND SEMESTER

Civil Government. Origin and nature of the State; Text of the Constitution, both State and Federal, and the interpretations put upon them from time to time; Statutes based upon the Constitution, and some of the leading political questions of the present day as well as those that have passed into history, are the chief divisions of the subject given emphasis.

## LANGUAGE

Three year's work is required in language of all graduates. The Freshman may choose either Latin or German, but once having elected his language, he must continue in its study for three years.

## LATIN

### FIRST YEAR

The aim of beginning Latin is to prepare the student for the reading of Caesar and emphasis is placed upon *inflection, arrangement, vocabulary, translation of easy sentences, syntax and pronunciation.*



## **SECOND YEAR**

Caesar. Four books required. To give the meaning of the text in sound, idiomatic English is the kind of translation required. One day each week is given to Latin composition.

## **THIRD YEAR**

Cicero. Six orations are required. The student is also interested in the literature of the Romans. One day each week is given to Latin Composition.

## **GERMAN**

### **FIRST YEAR**

Elementary German. The elements of grammar, with reading and composition. Drill in pronunciation, and practice in conversation.

### **SECOND YEAR**

Continued study of the elements of German Grammar. Memorizing of short stories and poems. Practice in conversation and transalation. *Im Vaterland* used in first semester. This will be supplemented during the second semester by the following classics: *Immensee*, *Germelhausen*; *Der Lindenbaum*, *Das Idle Blut*.

### **THIRD YEAR**

This year's work is given chiefly to reading German. One day each week or its equivalent is given to German Composition. Selection of classics made from: *Nene Märchen*; *Höher als die Kirche*; *Die Journalisten*; *Maria Stuart*; *Wilhelm Tell*; *Jungfrau Von Orleans*.

## **SCIENCE**

Two years of Science are required of all graduates. Botany is given the Freshman year and Physics the Senior year. Agriculture will be given this year if there is sufficient demand.



## **BOTANY**

### **FIRST YEAR**

In Botany the student is acquainted with the world of nature in which he is. Powers of observation are cultivated, and the wonderful adaptability of the plant to its environment. The gross structure of the plant is given precedence over the histology of the plant. The structure, form and use of the root system; the stem; the function, purpose, and position of the leaf; the mode of branching; the seed and manner of dissemination; the fruit, its parts and purposes; types of wood structure; the flower, are topics of chief emphasis. The lower forms of plants, the algi; fungi, liverworts, mosses, and ferns are given attention.

A laboratory note book must be kept. At least one day each week or its equivalent is spent in laboratory work. Students are required to classify and mount some of the more common plants native to Indiana.

## **PHYSICS**

### **FOURTH YEAR**

Physics makes clear to the student the more common physical phenomena that are daily observable. Trains him in accurate thinking and gives him the ability to record observations and conclusions in good English.

#### **FIRST SEMESTER**

General Properties of Matter; Mechanics of Solids; Mechanics of Liquid and Heat.

#### **SECOND SEMESTER**

Sound; Light; Electricity and Magnetism. One day each week or its equivalent is given to actual experiments by the pupils. All experiments must be written up in a permanent note book.



# **Electives**

## **PHYSICAL GEOGRAPHY**

This course is designed to give a comprehensive view of the main physical features of the earth's surface. The cause of the formation of canyons, flood plains, alluvial fans, moraines, deltas, hot springs, geysers, and mountains are discussed.

## **COMMERCIAL GEOGRAPHY**

A careful study of climate and its effect upon the products of the soil is made. Imports and exports of our country as well as the leading foreign countries. Trade routes, both land and oceanic. Modern methods of transportation, a study of the newer regions of production and consumption; commerce and politics.

## **BOOKKEEPING**

The student is first given an intelligent idea of the theory of bookkeeping. Then the business practice method is begun and followed throughout the course. The use of the shipment ledger, loose leaf consignment ledger, letter impression book and account sales register are explained. The cash book and sales book are used. The purpose and aim throughout is to prepare the student for the actual business life he must lead.

## **DRAWING**

Drawing is not a new subject, as many suppose, but it is as old as the art of painting in which the ancient Greeks strove for mastery. To the real artist every line expresses a thought as truly as do the words of the poet. The artist is



not unlike the author except that in the medium of exchange of thought of the one is *lines* and *strokes*, the other *words*.

Delineation, *Chiaroscuro*, and color are dwelt upon. Classical geometrical and picturesque lines discussed. Drawing in light and shade practiced; attention given to *even* shading. Greater stress is laid upon drawing from models.

## MUSIC

The value and purpose of music is well known. Music will always hold first place as an aesthetic study. Attention is paid to the cultivation of an "ear" for music, and to a study of the lives of the great composers. A chorus is organized each year in which students have an opportunity to develop musical ability. The chorus frequently appears before the public both in school entertainments and on other occasions.



## HIGH SCHOOL COURSE IN BRIEF

Year	First Semester	Second Semester
I.	Algebra Composition and Rhetoric Latin or German Botany Music and Drawing	Algebra Composition and Rhetoric Latin or German Botany Music and Drawing
II.	Algebra English Literature and Composition Latin or German History of Greece Music and Drawing	Plane Geometry English Literature and Composition Latin or German History of Rome Music and Drawing
III.	Plane Geometry Latin or German Mediaeval History American Literature and Composition	Solid Geometry Latin or German Modern History American Literature and Composition
IV.	Physics American History Commercial Arithmetic One Elective	Physics Civil Government Two Electives

Writing and Spelling required of all High School students.  
 Electives—Bookkeeping; Commercial Geography; Physical Geography; Geology; English; Agriculture; American History; Commercial Arithmetic; One Elective.



# Text Books

## ENGLISH

Lockwood and Emerson's *Composition and Rhetoric*  
Howe's *English Literature*  
Smiley's *American Literature*  
English Classics (Selected Texts.)

## LATIN

James and Jenks' *Latin*  
Walker's *Caesar*  
Kelsey's *Cicero*  
Jones' *Latin Composition*

## GERMAN

Bacon's *German Grammar*  
Bacon's *Im Vaterland*  
Selected Classics

## MATHEMATICS

Wentworth's *Algebra*  
Wentworth's *Geometry*  
Moore & Minor's *Commercial Arithmetic*

## HISTORY

Myers' *Ancient History*  
Harding's *Mediaeval and Modern History*  
Hart's *American History*  
Boynton's *Civil Government*  
Ivanhoe Note Books

## SCIENCE

Carhart & Chutes' *Physics*  
Bergen's *Botany*  
Tarr's *Physical Geography*  
Gaunet, Garrison & Houston's *Commercial Geography*  
Warren's *Agriculture*



## Duties of Teachers

1. The tenure of office of all teachers shall be at the pleasure of the Board. Teachers may at any time be discharged for improper conduct, incompetency to teach and govern their schools, unfaithfulness in executing the directions of the Superintendent, or want of that success which is necessary in the progress of the school.

2. Teachers shall be in their respective rooms at the ringing of the first bell, morning and afternoon sessions, and shall not dismiss their respective rooms before the regular time without permission from the Superintendent.

3. Teachers shall devote themselves exclusively to the instruction of their pupils, maintain good order, and superintend the conduct of their pupils in the halls and upon the school grounds.

4. Teachers shall note carefully the physical conditions of all pupils under their charge. If cases of contagious or infectious diseases are found, report must be made immediately to the Superintendent.

5. Opening exercises not to exceed fifteen minutes may be conducted in each room and may consist of Scripture reading, prayer, singing, instructive talks, etc.

6. Teachers shall give particular attention to heating and ventilating their rooms, keeping the temperature 68 to 70 degrees Fahrenheit, and preserving as far as possible a condition of their rooms.

7. Teachers shall make such preparation of each day's lessons as will permit teaching without constant attention to the text book taught.

8. Each teacher is required to keep a register, noting daily attendance, tardiness, and class and examination records.

1.  $\Delta_{\text{obs}} = \Delta_{\text{true}} + \Delta_{\text{noise}}$   
2.  $\Delta_{\text{true}} = \Delta_{\text{true}}^{\text{obs}} + \Delta_{\text{true}}^{\text{noise}}$   
3.  $\Delta_{\text{noise}} = \Delta_{\text{noise}}^{\text{obs}} + \Delta_{\text{noise}}^{\text{true}}$

9. Teachers shall require excuses in writing of all pupils who are tardy.

10. Teachers shall require written excuses for absence except the cause of such absence be known to both teacher and parent.

11. In case it is necessary for a teacher to be absent he shall immediately notify the Superintendent who shall make provision for a substitute.

12. Any parent or guardian feeling aggrieved for any cause against any teacher must make application for redress to the Superintendent.

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## **Duties of Janitor**

1. In a general way it is the duty of the janitor to warm the rooms and to keep all parts of the school building and grounds in a clean and sanitary condition.

2. He shall sweep daily the floors of all rooms, cloak rooms and halls and keep them properly dusted.

3. The fresh air rooms and ventilating apparatus shall be kept free from dirt and dust.

4. He shall clean the erasers and blackboards once each week and wash the blackboards each alternate week.

5. He shall wind and regulate the clocks, attend to the drinking fountains, and keep the walks free from snow, ice or mud when occasion demands.

6. He shall personally attend to the proper closing and fastening of windows and doors and safeguarding the fires at the close of each day's session.

7. He shall have control of pupils who eat dinner at the school house and shall permit no boisterous conduct.

8. He shall report to the Superintendent or Board any mistreatment of himself by pupils or teachers.

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9. He shall attend to ringing of gongs and bells according to program given him by the Superintendent.

10. He shall perform such other duties as the Board or Superintendent may require.

11. He shall be allowed one hour for dinner either before or after the noon intermission.

## **General Regulations**

1. Examinations will be held monthly.

2. The use of tobacco in any form is prohibited in the school building or upon the school grounds.

3. All graduates must have taken part in at least one of the public literary exercises of the school.

4. Students failing to take any or all of the final examinations will be conditioned.

5. High School students who have studied during the summer in work in which they failed last year may take examinations on Saturday, September 7.

6. No student may take less or more than four subjects without special permission from the Superintendent.

7. The tardy gongs are 8:45 and 1:00. All pupils should be in their seats before these gongs sound.

## **Admission to the High School**

Pupils of the Burnettsville Public Schools will be admitted without examination. They must have creditably passed all examinations given by the teacher of the eighth grade for the current year. Others will be admitted only by a certificate of graduation from the County Superintendent or upon special examination.



# Requirements for Graduation

A four years' course of study must be completed. The unit of measurement is the credit, which signifies five thirty-five minute recitations per week throughout one-half of the school year. Thirty-two credits constitute the minimum amount of work required for graduation. The distribution of subjects must be as follows:

Mathematics	.	.	.	.	6
English	.	.	.	.	6
Language	.	.	.	.	6
History and Civics	.	.	.	.	6
Science	.	.	.	.	4
Commercial Arithmetic	.	.	.	.	1
Electives	.	.	.	.	3
Total	.	.	.	.	<hr/> 32

$\text{vol}(\text{rel}) = \frac{1}{2} \pi r^2 h \approx 3.14 \times 10^3$

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# High School Alumni

The growth of interest in secondary education in this community is partially shown by the rate of increase in high school graduation. The graduates of the Burnettsville High School are to be found in various endeavors in all of which they are meeting with the success so richly deserved by those whose training has been conscientiously done. In all, fifty-seven young people have received diplomas, and gone forth to battle with the world. What their high school training has done for them can be seen in the readiness with which they adapt themselves to the circumstances which surround them, the manner in which they face life's duties, and grapple with life's problems.

## CLASS OF 1907

James Duffey

Fred Gorman

Kate Stine

## CLASS OF 1908

Harry Girard

Clara Cotner

Carson Duffey

Frank Beshaar

Maude Reiff

Bruce Cochran

Hazel Townsley

Ray Bennett

Barton Wiley

Blanch Latourrette

## CLASS OF 1909

Hazel Lybrook

Paul Girard

Ethel Million

Charles Mourer

Ethel Herman

Gladys Ireland

Frank Lybrook



CLASS OF 1910

Bessie Amick  
Hilda McMullen  
Blanche Holmes

Homer Hanna  
Larry Peterson  
Esther Peterson

Clara Beshoar  
Gladys Meeker

CLASS OF 1911

Delmar Galbreth  
Ruth Duffey  
Ross Good

Wanda Caughell  
Nellie Girard  
James Caughell  
Roxanna Davis

Joseph Ireland  
Hazel Bishop  
Mayme Stuart

CLASS OF 1912

Nancy Barnes  
Hazel Davis  
Nella Foust  
Mary Lybrook  
Minnie Reiff  
Mae Snapp

Pauline Beshoar  
Bert Fisher  
Harriet Girard  
Thresa McVay  
Curry Sites  
Frank Stuart  
Ruth Wood

James Campbell  
Effa Foust  
Grace Love  
Russell Pierce  
Ray Smith  
Carl Waters



# Register of Students

NAME	CREDITS
Amick, Howard.....	11
Barnes, Nancy Virginia.....	32
Bell, Kathryn Mae .....	4
Beshoar, Perry Godlove.....	
Beshoar, Mary Pauline.....	32
Brengle, Frank .....	
Brengle, Ralph Tom .....	16
Brookie, Guy .....	6
Byrkett, Elmer .....	8
Campbell, James Madison.....	32
Caughell, Elizabeth Catherine .....	22
Clay, Sarah Dell .....	
Cochran, Allan Paul .....	16
Cotner, James Martin .....	24
Davis, Harry Bert.....	8
Davis, Carrie Belle .....	22
Davis, Hazel Lois.....	32
Duffey, George.....	24
Fisher, Bert C.....	32
Fisher, Fred J.....	8
Fisher, Hazel E.....	8
Foust, Effa Mae.....	32
Foust, Nellie Viola.....	32
Fry, Susie Marie.....	8
Galbreth, John Leslie.....	8
Girard, Phil .....	8
Girard, Blanche.....	14
Girard, Joe Howard .....	24
Girard, Harriet Eliza .....	32
Good, Paul .....	8
Graham, Elizabeth .....	



NAME	CREDITS
Graham, Virden .....	6
Grandstaff, Jennie .....	16
Guy, Grace May .....	24
Hanna, Sadie Ann .....	16
Hanna, Elmer Arnold .....	24
Hanna, Emily Opal .....	8
Hargraves, Daphin Irene .....	8
Hook, Rilla Viola .....	24
Johnsonbaugh, Goldie Faye .....	14
Longbrake, Grace Vera .....	8
Love, Grace Mary .....	32
Lybrook, Mary Alice .....	32
Marsh, Irene .....	
Martin, Elsie Cleo .....	8
Marvin, Loie Arthur .....	21
Mertz, Ruth .....	8
Mertz, J. Harold .....	16
McLeland, Merlie Marie .....	8
McVay, Anna Belle .....	16
McVay, Mary Thresa .....	32
McMullen, Frank .....	22
Million, Opal Marie .....	8
Musselman, Gerald Edward .....	12
Nethercutt, Merle Echo .....	10
Nethercutt, Nellie Verna .....	11
Nethercutt, Jennie Ellen .....	16
Otto, Carl Garner .....	8
Personett, Anna E. ....	16
Peterson, Talmage DeWitt .....	16
Pierce, Maetina .....	8
Pierce, Russell D. ....	32
Reiff, Minnie Margaret .....	32
Risser, Harold .....	15
Ruf, Edna May .....	24



NAME	CREDITS
Saunders, Ralph Raymond .....	6
Schneib, Martha .....	24
Shaffer, Hulda May .....	16
Showalter, Charley Albert .....	24
Sites, Edgar Curry .....	32
Slocum, Hal Rowland .....	12
Smith, Ray Edward .....	32
Snapp, Lillie Mae .....	32
Stuart, Frank .....	32
Stuart, John Mark .....	22
Stuart, Paul .....	22
Stuart, Cloyd .....	6
Stuart, Bertha .....	8
Stuart, Mason William .....	13
Tam, Elmer Roy .....	16
Tam, Lowell .....	6
Timmons, Lawrence Edward .....	24
Tobias, Paul McKinley .....	8
Townsley, Alta Mae .....	16
Waters, Cecil .....	24
Waters, Howard Carl .....	32
Watts, Mary M. ....	8
West, Charles Oral .....	14
Wiley, Mary Gale .....	8
Wood, Ruth Estella .....	32



The . . . . .  
Burnettsville  
Public Schools

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1913-1914



# THE BURNETTSVILLE PUBLIC SCHOOLS

BURNETTSVILLE, IND.



FOR THE YEAR 1913-1914



## Calendar 1913-1914

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Teachers' Preliminary Meeting, . . . . .	Sept. 6, 9:30 A. M.
Examination over Back Work, . . . . .	Saturday, Sept. 6, 1:00 P. M.
School begins, . . . . .	Monday, Sept. 8.
Arbor Day, - . . . . .	October 24.
Thanksgiving Vacation, . . . . .	{ Thursday, Nov. 27. Monday, Dec. 1.
Christmas Vacation, . . . . .	{ Wednesday, Dec. 24. Monday, Jan. 5.
First Semester ends, . . . . .	Friday, Jan. 16.
Second Semester begins, . . . . .	Monday, Jan. 19.
White County Teachers' Association . . . . .	{ Friday, Feb. 6. Saturday, Feb. 7.
School closes, . . . . .	Friday, May 22.



## Officers and Teachers

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### TEACHERS

FRED R. GORMAN,	.	.	.	.	.	Superintendent
IRA S. TURLEY,	.	.	.	.	.	Principal
META LOUISE WILHELM,	.	.	.	.	.	Assistant
BESS CALLAWAY,	.	.	.	.	.	Assistant
CURRY SITES,	.	.	.	.	.	Seventh and Eighth Grades
CLARA COTNER,	.	.	.	.	.	Fifth and Sixth Grades
ETHEL HERMAN,	.	.	.	.	.	Third and Fourth Grades
FAYE TILLETT,	.	.	.	.	.	First and Second Grade

### BOARD OF EDUCATION

J. C. DUFFEY, President

J. D. BROWN, Treasurer                                   W. BESHOAR, Secretary  
TRUMAN HAINES, Janitor



## General Information

Burnettsville is located on the Pittsburgh, Cincinnati, Chicago & St. Louis Railway, twelve miles west of Logansport. The town is situated in the heart of an extensive and fertile agricultural region and has a population of approximately 1000 inhabitants.

The people of Burnettsville are industrious, cultured and progressive. The citizens stand for what is best intellectually, morally, socially and religiously. The town has always had and still continues to have an enviable reputation for her splendid schools. To the generations gone before the people of Burnettsville are deeply indebted for the splendid school spirit fostered today.

### MATERIAL EQUIPMENT

The school building is a three-story brick, including basement. The structure consists of seven large, well-lighted and well-ventilated rooms, and a basement in which are located the dining rooms and furnaces. The high school assembly room accommodates one hundred twenty pupils and for purposes of entertainment can be made to seat 300 people. The halls are wide and easily accessible. The doors are double and open outward. New flowing fountains have been placed on the second and third floors, thus insuring sanitary water supply. New furnaces have been installed, thus combining adequate heating facilities with correct ventilation. The building is strictly modern.

The school is supplied with an excellent working library. The physical laboratory has been equipped



during the past year with a complete outfit of apparatus, with a large cabinet for its care. The botany laboratory has been increased by the addition of microscope, dissecting outfits, etc.

The assembly room has in it an upright piano, a valuable addition to the morning exercises and to the literary programs of the school. Several famous paintings , including the Aurora, Parthenon and Sir Galahad (left by class of '13) grace the walls of the assembly room, adding beauty and refinement to its atmosphere.

## ADDITIONAL SCHOOL INTERESTS

*Lecture Course.* A lecture course, under the direction of the Senior Class, has been very successful for the past few years.

*Glee Clubs and Choruses.* During the past few years great stress has been placed upon musical numbers and organizations. During the past year the male quartette and girls' chorus appeared upon several occasions, both at school and away. The cantata "Cinderilla" was also presented by members of the High School.

*Dramatics.* Dramatic ability has been fostered and developed through the presentation of various plays and entertainments at different times throughout the year. Debating and literary exercises are given considerable attention.

*Publications.* The Septuary, published under the direction of the Senior Class, is devoted to the interests of the students. It has appeared for the past five years, and as a record of the incidents and events of the school year as seen from the pupils' standpoint it fills a place in the institution of the school.



The Annual gives the aims and purposes of the school with a brief outline of the work of the grades and the announcement of the courses of the High School.

## ATHLETICS

The modern conception of the well-educated individual involves the physical as well as the mental development. It is undoubtedly true that the mind and body are inseparable, hence the training of the one to the exclusion of the other can be only a partial development. The best mental effort is possible only when the body is well conditioned. Furthermore, athletics, when properly conducted, foster a spirit of fair play and good will toward competitors on the athletic field.

It is in accord with this idea that the school directs and encourages various forms of athletic sports. Yet, while the policy of the school is and will be to encourage every form of clean athletics, they are of subordinate importance and it ever shall be the aim of the school to maintain them as a *secondary* function.





## Common School

The course of instruction in the Burnettsville schools consists of twelve years, eight of which are devoted to grade work and four years to High School work. The aim, scope and purpose of the first eight years' work is clearly set forth in the State Manual. The work of all grade teachers shall conform to this Manual, giving, however, sufficient freedom to the teachers initiative and individuality to insure the most effective work.

The particular work of the teacher in the first three grades is to teach the child to read. If this is done well, good work in the advanced grades is made possible and the future success of the child is assured. Teaching the child to read is *one* aim; to that is added in the upper grades the cultivation of an appreciation of and a love for good literature. Reading is the key to all knowledge and as such has incalculable value in the training of the child.

The field of the teacher of arithmetic in the grades is to develop the concrete as well as the abstract idea of number. The development of the general idea of number should not be attempted until the sixth, seventh and eighth grades. All arithmetic should be made as practical as possible. Concrete problems based upon the experiences of the daily life of the child enrich and enliven the work and give to it a vitality which nothing else can do.

History is rapidly assuming a place among the most favored subjects in our school curriculum. In no country has the proper teaching of history such prac-



tical value as in the United States. Here we are proud to boast that the government is subject to the will of the governed. If our boys and girls at maturity are to exert a salutary effect upon national and state affairs, they must be well taught in history. Furthermore, history develops self-control and judgment more effectively and permanently than any other of the present school subjects.

Geography is the knowledge of the earth as the home of man. It teaches man's dependence upon his fellowman. The physical characteristics of the earth's surface and their effect upon the location and growth of cities as industrial centers should be made clear to the child. Simple phenomena of daily occurrence, such as rain, wind, ice and snow, and man's dependence upon them, should be presented to the child so that a true conception may be had.

The work in language and grammar should familiarize the pupil with the forms and drill him in the use of correct English. Composition work should begin as soon as the child is able to write. This work must be consistently followed throughout the grades, choosing the subjects upon which the child is to write from its known experience.

Physiology and scientific temperance is one of the most important subjects of the curriculum. The subject is not meant for those expecting to enter the medical profession, but is intended to give each and every one such information concerning the body and manner in which it may be protected, invigorated and strengthened so as to live a useful and profitable life. The danger in the use of alcoholic drinks, tobacco and opiates *must be pointed out but not exaggerated*.

Nature study should be taught in connection with the work of geography, language and reading. The teacher should not fail to seize this opportunity to



create such a harmonious relation between the child and his environments as befits the cultured man or woman.

Last but not least in this brief outline of the work of the grades is the training to be given in the so-called "drill" subjects, including *writing*, *spelling* and *drawing*. Every teacher must see to it that these subjects are taught in her grades. The practical as well as the disciplinary value of these subjects is being more and more realized, and the teacher's attention is called to this fact.

### TO SUM UP

At the end of eight years the students are expected to read well, i. e., orally, with an understanding of what is read, and with a taste developed for future reading; to write a legible hand; to spell such words as they will have to use in and out of school; to be ready and accurate at figures; to have such a knowledge of geography as will enable them to read intelligently in any line and have an interest in the natural phenomena about them; to know the history of their country and have regard for her institutions; to be patriotic and have a desire for clean government; to know the physiology of the human body; the necessity for and what constitutes sanitary conditions, and the effects of tobacco, alcohol and injurious drugs; to understand the ordinary constructions of the English language, but above all *to be able to use good English*.



# High School

## ENGLISH

The aim of the course in English is two-fold. (1) To enable the student to understand the expressed thoughts of others and to give expression to his own thoughts. (2) To cultivate a taste for reading and to give the student some acquaintance with good literature. The purpose of composition is to give the pupil some power in expressing his own thoughts. To be able to write well, one must have spent a long and arduous apprenticeship in composition writing. To this end each student shall write at least one theme per week throughout the first three years of the High School course and at the discretion of the teacher of English an additional year may be required.

All themes must be written in ink on uniformly sized paper and to range in length from one to two pages, with an occasional theme of greater length. These themes shall be carefully graded with all corrections indicated and returned to the student. Special emphasis will be placed upon *good, clear, forcible English*, intelligent punctuation and correct spelling. Other points entering into the merits of composition are capitalization, paragraphing, spacing, margining and neatness.

### FIRST YEAR

#### FIRST SEMESTER

Three days each week are given to composition and rhetoric. The student is made familiar with correct forms of speech; he is drilled in the construction



of sentences, use of punctuation marks and idiomatic expression. Narration will be given close attention in the composition work.

Two days each week are given to the study of literature. Selections for reading and study will be taken from Stevenson's *Treasure Island*, Longfellow's *Evangeline*, Tennyson's *Enoch Arden*, Cooper's *Last of the Mohicans*, Scott's *The Talisman*.

#### SECOND SEMESTER

Continuation of composition and rhetoric. Emphasis is placed upon *diction, unity and coherence*. Narration is continued in composition. In literature the classics are chosen from Shakespeare's *Merchant of Venice*, Eliot's *Silas Marner*, Scott's *Lady of the Lake*, Dickens' *Tale of Two Cities*.

#### SECOND YEAR

##### FIRST SEMESTER

A brief history of English literature is given this year. Narration and description are emphasized in the composition work. Classics to be read and studied will be chosen from Coleridge's *Ancient Mariner*, Shakespeare's *Macbeth*, Addison's *Sir Roger de Coverly Papers*, Thackery's *Henry Esmond*, Byron's *Poems*, Goldsmith's *Vicar of Wakefield*.

##### SECOND SEMESTER

Composition work in narration and description work is continued. One day each week is given to English literature. Selection made from the following classics: Shakespeare's *Twelfth Night* or *Julius Caesar*, Tennyson's *Idylls of the King*, Milton's *Comus*,



*Lycidas*, *L'Allegro*, *Il Penseroso*; Burns' *Cotter's Saturday Night*, Scott's *Ivanhoe*.

### THIRD YEAR

#### FIRST SEMESTER

A brief history of American literature is given. A careful study of the form of the essay and the development of the short story are introduced in the study of Emerson and Poe respectively. Exposition is given attention in the composition work. Masterpieces for study selected from: Hawthorne's *House of Seven Gables*, Poe's *Gold Bug* and *Fall of the House of Usher*, Blackmore's *Lorna Doone*, Irving's *Life of Goldsmith*, Tennyson's *Princess*.

#### SECOND SEMESTER

Work of this semester similar to the preceding. The work in literature will be selected from: Emerson's *Essays*, Lamb's *Essays of Elia*, Macauley's *Essays on Johnson*, Goldsmith's *Deserted Village*, Dryden's *Palamon and Arcite*, Holmes' *Autocrat of the Breakfast Table*, Hawthorne's *Scarlet Letter*.

### FOURTH YEAR

#### FIRST SEMESTER

One day each week given to the study of Long's English Literature. Classics to be studied will consist in part of those omitted for want of time in the previous three years' work. In addition to these the student will be acquainted with some of the modern writers of note, including Ida Tarbell, Henry Van Dyke, John Hendrick Bangs, F. Hopkinson Smith, Theodore Roosevelt, Kate Douglas Wiggin, James



Whitcomb Riley, George Ade, Jack London, Mary Johnson, John Borroughs, Elbert Hubbard, Rudyard Kipling, Thomas Nelson Page, John Fox, Jr., and others.

SECOND SEMESTER

Continuation of Long's English Literature. The work in literature of the preceding three years has concerned itself largely with epic and dramatic poetry, the novel, short story and essay. The lyric is made the basis of this semester's work. The poems of Burns, Shelley, Keats, Gray, Wordsworth, Herrick, Dryden and Southey are read and studied. The student is given the underlying characteristics of the *ode*, *sonnet*, *ballad*, *hymn* and *elegy*.

**MATHEMATICS**

FIRST YEAR

FIRST SEMESTER

Algebra is given the first year and a half of the course. A thorough mastery of the fundamental principles are given the first semester. Fractions are studied and factoring given special emphasis; H. C. F. and L. C. M. involving the principles of factoring.

SECOND SEMESTER

Fractional and Simultaneous Equations, with problems; the Graph, Involution and Evolution constitute the basis of the work.



## SECOND YEAR

### FIRST SEMESTER

Algebra is continued. Theory of Exponents; Radicals, Quadratic Equations with problems; further discussion of the Graph are divisions of the subject given attention.

### SECOND SEMESTER

This semester is given to the study of Geometry, Definitions and Axioms; chief properties of the *angle*, *triangle*, *parallelogram* and *circle*; solution of original exercises.

## THIRD YEAR

### FIRST SEMESTER

Geometry continued. Construction of geometrical figures, numerical properties of geometrical magnitudes; similar and regular polygons; solution of original exercises continued.

### SECOND SEMESTER

Solid Geometry. Emphasis is placed upon the principal geometrical and numerical properties of the *dihedral* and *polyhedral* angles, *polyhedrons*, *cylinders*, *cones* and the *sphere*. The practical application of the principles developed is brought out in the solution of the exercises and problems.

## FOURTH YEAR

Commercial Arithmetic. Particular attention is given to accuracy and rapidity. Short methods of business men are introduced. Interest, Bank Discount, Commission, Stocks and Bonds, Taxes, Insurances and Equation of Accounts are the chief divisions of the subject given emphasis.



## HISTORY

The study of history is not begun until the Sophomore year. Three years of History and Civil Government are required. In addition to the text book work, the student is required to draw maps, prepare special reports upon assigned subjects, and to submit a written report each semester upon some special topic of the term's work.

### SECOND YEAR

#### FIRST SEMESTER

History of Greece. This is introduced by a brief survey of the civilization which preceded it, especially those which flourished in the Nile and Mesopotamia valleys. Institutional and religious life of the early Greeks; Era of Greek colonization; Wars with Persia; Contest for supremacy among the leading cities—Athens, Sparta and Thebes; Rise of Macedonia; Death of Alexander and division of his empire. Philosophy, oratory, painting and the sculpturing of the Greeks are given attention.

#### SECOND SEMESTER

History of Rome. Rome is studied as a Kingdom, as a Republic, and as an Empire, with chief attention to the period of the Republic; Struggle between Patrician and Plebian; Expansion; Triumvirates; Growth of the Civil Institutions noted; and the term's work closes with a survey of the German migration, and the rise and spread of Mohammedanism.



### THIRD YEAR

#### FIRST SEMESTER

Mediaeval History. Empire of Charlemagne; Feudalism; Crusades; Rise and Growth of the Papacy; Development of Municipality; Renaissance and the Reformation are the institutions and movements with which the student is acquainted.

#### SECOND SEMESTER

Modern History. Rise of the Dutch Republic; Thirty Years' War; Puritan Revolution; Age of Louis XIV; Age of Frederick, the Great; Russia and the Scandinavian countries; French Revolution; Industrial Revolution; the Reform movement in England and the political upheavals on the Continent form the basis of the term's work.

### FOURTH YEAR

#### FIRST SEMESTER

American History. Colonization; Growth of the Union; Articles of Confederation and the Constitution; Diplomatic History; Slavery; Civil War; Reconstruction; National Development.

#### SECOND SEMESTER

Civil Government. Origin and nature of the State; Text of the Constitution, both State and Federal, and the interpretations put upon them from time to time; Statutes based upon the Constitution, and some of the leading political questions of the present day, as well as those that have passed into history, are the chief divisions of the subject given emphasis.

and the corresponding  $\hat{F}_n$  is given by (1.1) with  $\hat{f}_n$  replaced by  $\hat{f}_n^{\ast}$ . The function  $\hat{f}_n^{\ast}$  is defined by

$$\hat{f}_n^{\ast}(x) = \frac{1}{\sqrt{n}} \sum_{j=1}^n \hat{f}_j(x_j), \quad (1.2)$$

where  $\hat{f}_j$  is the empirical distribution function of  $(X_j, Y_j)$ , i.e.,  $\hat{f}_j(x) = \hat{P}(X_j \leq x, Y_j \leq y)$ . The function  $\hat{f}_j$  is given by

$$\hat{f}_j(x) = \frac{1}{n} \sum_{i=1}^n I(X_i \leq x, Y_i \leq y), \quad (1.3)$$

where  $I(\cdot)$  denotes the indicator function. The function  $\hat{f}_n^{\ast}$  is called the empirical characteristic function of  $(X, Y)$ . It is well known that  $\hat{f}_n^{\ast}$  is a consistent estimator of  $f^{\ast}$  (cf. e.g., Hoeffding, 1948).

Let  $\hat{F}_n$  be the empirical distribution function of  $(X, Y)$ . Then  $\hat{F}_n$  is given by

$$\hat{F}_n(x, y) = \frac{1}{n} \sum_{j=1}^n I(X_j \leq x, Y_j \leq y), \quad (1.4)$$

where  $I(\cdot)$  denotes the indicator function. The function  $\hat{F}_n$  is called the empirical distribution function of  $(X, Y)$ . It is well known that  $\hat{F}_n$  is a consistent estimator of  $F$  (cf. e.g., Hoeffding, 1948).

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## LANGUAGE

Three year's work is required in language of all graduates. The Freshman may choose either Latin or German, but once having elected his language he must continue in its study for three years.

### LATIN

#### FIRST YEAR

The aim of beginning Latin is to prepare the student for the reading of Caesar and emphasis is placed upon *inflection, arrangement, vocabulary, translation of easy sentences, syntax and pronunciation.*

#### SECOND YEAR

Caesar. Four books required. To give the meaning of the text in sound idiomatic English is the kind of translation required. One day each week is given to Latin composition.

#### THIRD YEAR

Cicero. Six orations are required. The student is also interested in the literature of the Romans and the contemporaries of Cicero. One day each week is given to Latin composition.

#### FOURTH YEAR

Virgil. Translation, versification, and Roman Mythology; Virgil's life, excellence as a poet, and character of the time in which he lived. This year's work is elective. Virgil may be elected in the third year if the class desires.



## **GERMAN**

### **FIRST YEAR**

Elementary German. The elements of grammar with reading and composition. Drill in pronunciation with practice in conversation.

### **SECOND YEAR**

Continued study of the elements of German Grammar. Memorizing of short stories and poems. Practice in conversation and translation *Im Vaterland* used in first semester. This will be supplemented during the second semester by the following classics: *Immensee*, *Germelshausen*, *Der Lindenbaum*, *Das Edle Blut*.

### **THIRD YEAR**

This year's work is given chiefly to reading German. One day each week or its equivalent, is given to German composition. Selection of classics made from *Neue Märchen*; *Höher als die Kirche*; *Die Journalisten*; *Maria Stuart*; *Wilhelm Tell*; *Jungfrau Von Orleans*.

## **SCIENCE**

Two years of Science are required of all graduates. Botany is given the Freshman year and Physics the Senior year.

## **BOTANY**

### **FIRST YEAR**

In Botany the student is acquainted with the world of nature in which he is. Powers of observation are cultivated, and the wonderful adaptability of the plant



to its environment. The gross structure of the plant is given precedence over the histology of the plant. The structure, form and use of the root system; the stem; the function, purpose, and position of the leaf; the mode of branching; the seed and manner of dissemination; the fruit, its parts and purposes; types of wood structure; the flower, are topics of chief emphasis. The lower forms of plants, the algi; fungi, liverworts, mosses, and ferns are given attention.

A laboratory note book must be kept. At least one day each week or its equivalent is spent in laboratory work. Students are required to classify and mount some of the more common plants native to Indiana.

## PHYSICS

### FOURTH YEAR

Physics makes clear to the student the more common physical phenomena that are daily observable. Trains him in accurate thinking and gives him the ability to record observations and conclusions in good English.

#### FIRST SEMESTER

General Properties of Matter; Mechanics of Solids; Mechanics of Liquid and Heat.

#### SECOND SEMESTER

Sound; Light; Electricity and Magnetism. One day each week or its equivalent is given to actual experiments by the pupils. All experiments must be written up in a permanent note book.



## **Electives**

### **PHYSICAL GEOGRAPHY**

#### **FOURTH YEAR**

This course is designed to give a comprehensive view of the main physical features of the earth's surface. The cause of the formation of canyons, flood plains, alluvial fans, moraines, deltas, hot springs, geysers and mountains are discussed. A brief survey of the atmosphere, winds and climate; of the ocean, its life and influences, is also made.

### **COMMERCIAL GEOGRAPHY**

#### **FOURTH YEAR**

A careful study of climate and its effects upon the products of the soil is made. Imports and exports of our country as well as the leading foreign countries; trade routes, both land and oceanic; modern methods of transportation; a study of the newer regions of production and consumption; commerce and politics.

### **BOOKKEEPING**

The student is given an intelligent idea of the theory of bookkeeping. Then the business practice is begun and followed throughout the entire course. The use of the shipment ledger, loose leaf consignment ledger, letter impression book, and account sales register are explained. The cash book and sales book are used. The purpose and aim throughout is to prepare the student for the actual business life he must lead.



## **GRAMMAR**

A review course covering the essentials of English Grammar is given, largely for the benefit of those students who expect to become public school teachers.

## **VOCATIONAL EDUCATION**

The provisions of the new state law will be fully met during the coming year and the new courses introduced will be carried out along the lines outlined by the State Board of Education.

## **AGRICULTURE**

Open to all students except Freshmen.

A study will be made of the characteristics, culture and uses of various crops; Diseases and insects affecting farm crops and methods of holding them in check; Rotation of crops; Fertilization of the soil; Scoring and grading grains and testing seeds for germination and purity; Study of the structure, character and classification of the seeds, roots, stems and leaves of various plants of field and garden; Specimens of weeds, plants, etc., will be collected, pressed and mounted; Discussion of the care, feeding and management of live stock; Feeds and their uses; Breeds and types of poultry; Methods of housing; Gathering, sorting, crating and marketing of eggs; Principles of feeding; Incubation and breeding.

## **MANUAL TRAINING**

The work along this line will be made as practical as possible.. The laboratory work will consist of practice in the elementary processes of wood-working in



the making of a variety of articles of use about the farm and home. The educational as well as the practical side of the work will be emphasized. Instruction will be given in the use of tools and their care, including methods of sharpening and their adjustment; also such information regarding the materials and methods used in their construction as will enable the student to use and care for them effectively.

## DOMESTIC SCIENCE

This subject falls into the two general heads of Foods and Sewing. The first division will consist of lectures on foods and practice in cooking. The second division combines methods of sewing with instruction in hand sewing and machine work and the making of models and garments.

Open to Senior and Junior girls.

## DRAWING

Drawing is not a new subject, as many suppose, but it is as old as the art of painting in which the ancient Greeks strove for mastery. To the real artist every line expresses a thought as truly as do the words of the poet. The artist is not unlike the author except that the medium of exchange of thought of the one is *lines and strokes*, the other *words*.

*Delineation, chiaroscuro and color* are dwelt upon; classical, geometrical and picturesque lines discussed; drawing in light and shade practiced, attention given to *even shading*. Some work is done in copying, but greater stress is laid upon drawing from models.



## MUSIC

The value and purpose of music is well known. Music will always hold first place as an aesthetic study. Attention is paid to the cultivation of an "ear" for music, and to a study of the lives of the great composers. A chorus is organized each year in which students have an opportunity to develop musical ability. The chorus frequently appears before the public both in school programs and on other occasions.





# HIGH SCHOOL COURSE IN BRIEF

YEAR	FIRST SEMESTER	SECOND SEMESTER
I.	Algebra. Composition and Rhetoric. Latin or German. Botany. Music and Drawing.	Algebra. Composition and Rhetoric. Latin or German. Botany. Music and Drawing.
II.	Algebra. English Literature and Composition. Latin or German. History of Greece. Music and Drawing.	Plane Geometry. English Literature and Composition. Latin or German. History of Rome. Music and Drawing.
III.	Plane Geometry. Latin or German. Mediaeval History. American Literature and Composition.	Solid Geometry. Latin or German. Modern History. American Literature and Composition.
IV.	Commercial Arithmetic. American History. Physics. One Elective.	Civil Government. Physics. Two Elective.

ELECTIVES - English; Bookkeeping; Commercial Geography; Physical Geography; Grammar; Manual Training; Domestic Science; Agriculture. Writing and Spelling required of all High School Students.



# Text Books

## ENGLISH.

Thomas, Howe and O'Hair's Composition and Rhetoric.

Moody, Lovett and Boynton's English Literature.

Moody, Lovett and Boynton's American Literature  
English Classics (selected texts).

## LATIN.

D'Ooge's Latin.

Walker's Caesar.

Johnston and Kingery's Cicero.

Bennett's Latin Prose Composition.

## GERMAN.

Vos's Essentials of German.

Walter and Krause Conversation.

Selected Classics.

## MATHEMATICS.

Wells and Hart's Algebra.

Wentworth and Smith's Geometry.

Modern Commercial Arithmetic.

## SCIENCE.

Millikan and Gale Physics.

Bergen and Caldwell's Botany.

Dryers' Physical Geography.

Adams' Commercial Geography.

Special Outlines in Agriculture.

## HISTORY.

Webster's Ancient History.

Harding's Mediaeval and Modern History.

James and Sanford's American History.

Garner and Davidson's Civics.

Ivanhoe Note Books.



## Duties of Teachers

1. The tenure of office of all teachers shall be at the pleasure of the Board. Teachers may at any time be dismissed for improper conduct, incompetency to teach and govern their schools, unfaithfulness in executing the orders of the Superintendent, or want of that success which is necessary in the progress of the school.
2. Teachers shall be in their respective rooms at 8:00 and 12:35 respectively and shall not dismiss their respective rooms before the regular time without permission from the Superintendent.
3. Teachers shall devote themselves exclusively to the instruction of their pupils, maintain good order and superintend the conduct of their pupils in the halls and upon the school grounds.
4. Teachers shall note carefully the physical condition of all pupils under their charge. If cases of contagious or infectious diseases are found, report must be made immediately to the Superintendent.
5. Opening exercises not to exceed fifteen minutes may be conducted in each room, and may consist of Scripture reading, prayer, singing, instructive talks, etc.
6. Teachers shall give particular attention to heating and ventilating their rooms, keeping the temperature 68 degrees to 70 degrees Fahrenheit, and preserving as far as possible a proper condition of their rooms.
7. Teachers shall make such preparation of each day's lessons as will permit teaching without constant attention to the text book taught.



8. Each teacher is required to keep a register, noting daily attendance, tardiness, class and examination records.

9. Teachers shall require written excuses for all cases of absence, except the cause of such absence be known to both parent and teacher.

10. Teachers shall require written excuses from all pupils who are tardy.

11. In case it is necessary for a teacher to be absent, he shall immediately notify the Superintendent, who shall make provision for a substitute.

12. Any parent or guardian feeling aggrieved for any cause against any teacher must make application for redress to the Superintendent.

## Duties of Janitor

1. In a general way it is the duty of the janitor to warm the rooms and to keep all parts of the school building and grounds in a clean and sanitary condition.

2. He shall sweep daily the floors of all rooms, cloak rooms and halls and keep them properly dusted.

3. The fresh air rooms and ventilating apparatus shall be kept free from dirt and dust.

4. He shall clean the erasers and blackboards once each week and wash the blackboards each week.

5. He shall wind and regulate the clocks, attend to the drinking fountains and keep the walks free from snow, ice or mud when occasion demands.

6. He shall personally attend to the proper closing and fastening of doors and windows and safeguarding the fires at the close of each day's session.



7. He shall have control of pupils who eat dinner at the school house and shall permit no boisterous conduct.

8. He shall report to the Superintendent any mistreatment of himself by pupils or teachers.

9. He shall attend to the ringing of gongs and bells according to program given him by the Superintendent.

10. He shall perform such other duties as the Superintendent or Board may require.

## General Regulations

1. Examinations held monthly.

2. The use of tobacco in any form is prohibited in the school building or upon the school grounds.

3. No pupil may take less or more than four subjects without special permission from the Superintendent.

4. Students failing to take any or all of the final examinations will be conditioned.

5. All graduates must have taken part in at least one of the public literary exercises of the school.

6. The tardy gongs are 8:45 and 1:00. All pupils should be in their seats before these gongs sound.

7. Students conditioned in mid-year reports will be failed at the close of the year unless marked improvement is shown in their work during the last half of the year.

8. High school students who have studied during the summer in work in which they failed last year may take examinations on Saturday, Sept. 6.



## Admission to the High School

Pupils of the Burnettsville Public Schools will be admitted without examination. They must have creditably passed all examinations given by the teacher of the eighth grade for the current year. Others will be admitted only by a certificate of graduation from the County Superintendent or upon special examination.

## Requirements for Graduation

A four years' course of study must be completed. The unit of measurement of this course is called a unit or credit which signifies five thirty-five minute recitations per week throughout one-half the school year. Thirty-two credits constitute the minimum amount of work required for graduation. The distribution of credits must be as follows:

Mathematics .....	6
English .....	6
Language .....	6
History and Civics.....	6
Science .....	4
Commercial Arithmetic .....	1
Electives .....	3
Total .....	<hr/> 32



## High School Alumni

The growth of interest in secondary education in this community is partially shown by the rate of increase in high school graduation. The graduates of the Burnettsville High School are to be found in various endeavors, in all of which they are meeting with the success so richly deserved by those whose training has been conscientiously done. In all, fifty-seven young people have received diplomas and gone forth to battle with the world. What their high school training has done for them can be seen in the readiness with which they adapt themselves to the circumstances which surround them, the manner in which they face life's duties and grapple with life's problems.

### CLASS OF 1907.

James Duffey      Fred Gorman      Kate Stine

### CLASS OF 1908.

Harry Girard	Clara Cotner	Carson Duffey
Frank Beshoar	Maude Reiff	Bruce Cochran
Hazel Townsley	Ray Bennett	Barton Wiley
	Blanche Latourrette	

### CLASS OF 1909.

Hazel Lybrook	Paul Girard	Ethel Million
Charles Mourer	Ethel Herman	Gladys Ireland
	Frank Lybrook	



## CLASS OF 1910.

Bessie Amick	Homer Hanna	Clara Beshoar
Hilda McMullen	Larry Peterson	Gladys Meeker
Blanche Holmes	Esther Peterson	

## CLASS OF 1911.

Delmar Galbreth	Wanda Caughell	Joseph Ireland
Ruth Duffey	Nellie Girard	Hazel Bishop
Ross Good	James Caughell	Mayme Stuart
	Roxanna Davis	

## CLASS OF 1912.

Nancy Barnes	Pauline Beshoar	James Campbell
Hazel Davis	Bert Fisher	Ella Foust
Nella Foust	Harriet Girard	Grace Love
Mary Lybrook	Thresa McVay	Russell Pierce
Minnie Reiff	Curry Sites	Ray Smith
Mae Snapp	Frank Stuart	Carl Waters -
	Ruth Wood	

## CLASS OF 1913.

Cecil Waters	Carrie Davis	James Cotner
Katie Caughell	Geo. Duffey	Joe Girard
Grace Guy	Arnold Hanna	Olia Hook
Arthur Marvin	Frank McMullen	Helen Mourer
Katie Osman	Edna Ruff	Martha Schnieb
Chas. Showalter	John Stuart	Paul Stuart
	Lawrence Timmons	



## Register of Students

<i>Name.</i>	<i>Credits.</i>
Atchison, James .....	15
Amick, Howard .....	14
Arnott, Francis Cloyd.....	8
Beshoar, Perry Godlove.....	8
Bishop, Gilbert Guy.....	3
Brookie, Guy Renels.....	14
Burket, Nora May.....	8
Byers, J. Audley.....	8
Byrkett, Elmer .....	14
Caughell, Elizabeth Catherine.....	32
Caughell, Flora .....	8
Coble, McGowan .....	7
Cochran, Allan Paul.....	24
Cochran, Ruth .....	8
Cotner, Sadie .....	8
Cotner, James Martin.....	32
Davis, Carrie Belle.....	32
Duffey, George .....	32
Enders, Bessie .....	6
Fisher, Hazel E.....	15
Foust, Jessie .....	8
Fry, Susie Marie.....	15
Galbreath, Lillie May.....	8
Galbreath, John Leslie.....	14
Girard, Blanche .....	22
Girard, Hilda .....	.....
Girard, Phil .....	15
Girard, Joe Howard.....	32
Good, Paul .....	15
Good, Oma .....	8
Good, Vance A.....	7
Gorman, Sara Ann.....	23



Graham, Virden .....	14
Guy, Grace May.....	32
Hanna, Elmer Arnold.....	32
Hanna, Sadie Ann.....	24
Hanna, Emily Opal.....	15
Hargraves, Daphin Irene.....	15
Harvey, Carl D.....	5
Hook, Rilla Viola.....	32
Hook, Margaret Mae.....	3
Kennell, Emma Leeve.....	3
Lantz, Gladys .....	7
Liston, Vera .....	
Longbrake, Grace Vera.....	15
Lybrook, Margaret .....	7
Marsh, Irene .....	4
Martin, Elsie Cleo.....	15
Marvin, Loie Arthur.....	32
McLeland, Merlie Marie.....	15
McMullen, Frank .....	32
McVay, Anna Belle.....	24
Meeker, Martha .....	8
Mertz, J. Harold.....	24
Mertz, Ruth .....	15
Million, Frank .....	7
Million, Josephine .....	7
Million, Opal Marie.....	15
Mowrer, Helen .....	32
Mowrer, Schuyler .....	7
Musselman, Gerald Edward.....	20
Nethercutt, Merle Echo.....	16
Nethercutt, Nellie Verna.....	15
Nethercutt, Jennie Ellen.....	24
Nethercutt, Mae .....	4
Osman, Katie .....	32
Otto, Carl Garner.....	15
Personett, Anne E.....	24



Peterson, Talmage DeWitt.....	24
Pierce, Maetina .....	12
Pownell, Frank .....	7
Reiff, Russell .....	8
Risser, Harold .....	18
Ruff, Edna Mae.....	32
Ruff, Helena Marie.....	6
Schneib, Martha .....	32
Shaffer, Hulda May.....	19
Showalter, Charles Albert.....	32
Slocum, Hal Rowland.....	19
Smith, Flossie .....	
Strasser, Helen Marie.....	2
Stuart, Dewey .....	8
Stuart, Cloyd .....	12
Stuart, Bertha .....	15
Stuart, Mason William.....	22
Stuart, John Mark.....	32
Stuart, Paul .....	32
Tam, Elmer Roy.....	24
Tam, Lowell .....	15
Tinkle, Roy Wallace.....	8
Timmons, Lawrence Edward.....	32
Tobias, Paul McKinley.....	15
Waters, Cecil .....	32
Watts, Mary M.....	15
West, Charles Oral.....	22
Wolfe, Mary E.....	6













